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ABSTRACT

This document describes a faculty attempt to change the composition of the Board of Trustees at Mt. San Antonio College (California). Since the establishment of the college in 1946, the Board has had very few changes in membership; the trustees have served very long terms and reflect the white, rural outlook at the community's past. The community has since become suburban, with a large ethnic population. In January 1975, the Executive Board of the Faculty Association organized a 20-member Political Action Committee (PAC) to facilitate a plan for selecting candidates for faculty endorsement for the March 1975 elections, when three seats on the Board of Trustees would be open. PAC formed a coalition with the La Raza Faculty Association (LRFA) for the mutual endorsement of one Chicano candidate chosen by LRFA and one chosen by PAC. They interviewed candidates, developed a campaign committee, obtained funding from the political arm of the California Teachers Association, surveyed trustees to determine present representation and philosophies, and surveyed faculty to determine their opinions of faculty involvement in political action. However, the PAC failed to gain wide faculty support or to sustain campaign participation, and the endorsed candidates did not win. Results of the faculty survey showed that most of the faculty did not favor the concept behind the PAC. The questionnaires are appended. (DC)

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A FACULTY PLAN FOR CHANGING
MEMBERSHIP OF THE BOARD
OF TRUSTEES

by

Gilbert M. Dominguez, M.A.T.

Mt. San Antonio College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
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- I. THE PROBLEM: Can the Mt. Sac faculty organize a plan to change the membership of the Mt. Sac Board of Trustees?

This problem involves the following types of relationships: faculty to board, faculty to faculty, and faculty to voters in the district.

The target population is the Mt. Sac faculty and the voters in the Mt. Sac school district.

- II. SPECIFIC PROBLEM AREA: The Mt. Sac Board of Trustees

- III. DEFINITION OF TERMS:

Board of Trustees, Mt. Sac - The governing board of the college consisting of five elected members from the school district. Members run at large and serve four year terms. Elections are held every two years.

Political Action Committee (PAC) - A committee of the Mt. Sac Faculty Association formed to select candidates for faculty endorsement in both the special election and the general election. Composed of twenty teachers from Mt. Sac it represented a campus cross-section (including administrators) and served as the umbrella organization for the two campaigns.

La Raza Faculty Association (LRFA) - Official (board recognized) campus organization of Chicano faculty and staff.

Coalition of PAC and LRFA - An agreement that the LRFA would name one Chicano candidate, chosen by them, to be

endorsed as one of the two candidates that would receive PAC endorsement and hence ABC-CTA funds for the general election. LRFA and PAC would work together for the election of both candidates as faculty endorsed candidates.

ABC-CTA (Americans for Better Citizenship-California Teachers Association) - This is a political branch of the CTA involved in granting funds to faculty endorsed candidates in school board elections.

Mt. Sac School District - Extends west from Pomona east to West Covina, La Puente and portions of Baldwin Park. It includes the communities of Baldwin Park, Bassett, Bonita, Charter Oak, Hacienda/La Puente, Pomona, Rowland, Walnut and West Covina.

Executive Board of the Mt. Sac Faculty Association - Consists of the President, President-elect, Immediate Past President, Recording Secretary, Corresponding Secretary, Treasurer and five Directors. The policy making body of the faculty association.

Mt. Sac Faculty Association - A local professional organization consisting of all dues paying members. Closely affiliated with CTA-NEA. Includes about eighty-five percent of the current faculty.

Ethnic Member of the Board - A Black or Chicano board member.

IV. HYPOTHESIS:

- a. The faculty at Mt. Sac can develop a plan to elect faculty endorsed candidates to the Mt. Sac Board of Trustees.
- b. The faculty can get two of their endorsed candidates elected—one of them an ethnic person.

c.

V. ASSUMPTIONS:

- a. The Mt. Sac faculty, students and community need change in the representative membership of the Mt. Sac school board.
- b. Mt. Sac faculty, students and community want change in the membership of the Mt. Sac school board.
- c. Mt. Sac faculty should become involved in Mt. Sac board elections.
- d. The Mt. Sac school board needs ethnic representation.
- e. Faculty should have a shared role in the decision-making process at Mt. Sac.
- f. Faculty want a shared role in the decision-making processes.
- g. Faculty can bring about a change in board membership.

VI. LIMITATIONS:

- a. Mt. Sac faculty cooperation in organizing the PAC
- b. CTA-ABC funds for PAC endorsed candidates
- c. Voter turn-out in general election
- d. Faculty cooperation with PAC

- e. Cooperation of teachers at the secondary and elementary level in supporting the Mt. Sac candidates endorsed by PAC
- f. Acquiring financial support besides ABC money to finance campaign.
- g. Campaign workers to solicit funds, make and put-up signs and turn-out the vote
- h. Time factor involved in launching a campaign, in this case two months
- i. Availability and quality of candidates. Some candidates refused to be interviewed, others did not want faculty endorsement, others filed too late to be interviewed for possible endorsement, others would accept faculty endorsement but refused to run on a slate with other endorsed candidates.
- j. Faculty and trustee response to questionnaire

VII. SIGNIFICANCE AND BACKGROUND OF THE PROBLEM:

Over the years membership on the Mt. Sac Board of Trustees has been self-perpetuating and hence static. Only one different member has been elected since the beginning of the college in 1946. Two of the existing board members have served terms of twelve and thirteen years each. One of these two sought reelection for another four year term which will bring his total years of service to sixteen, while the other's term of service, when it expires in 1977, will also total sixteen years. Although such a continuum is not

necessarily an indication of incompetency, it must be pointed out that this tenure has not been accompanied by the constant revision that Moore (1973) maintains is important to a board's effectiveness.

In addition to the above factors the Mt. Sac community college district sprawls over the eastside of Los Angeles County and encompasses approximately 147,244 registered voters. When the college was founded in 1946 the area consisted primarily of farmlands and orange groves as most earlier residents will proudly or regretfully describe, depending upon the mood of the conversation. Over the past thirty years, however, the areas served by the college have changed from farmland to a suburban "bedroom community" with a large ethnic population. Despite this transformation the board has remained essentially unchanged—in other words, it is still rural and white in representation and philosophy. The following figures on college enrollment growth illustrate these changes in the community and point out the desirability of obtaining ethnic representation for at least the largest ethnic population—the Chicano.

<u>1963 enrollment*</u>	<u>1974 enrollment</u>	<u>% of increase</u>
Chicano 936	2,749	193.70
Black 405	1,022	152.35
Native American 342	232	32.16
		decrease

* Enrollment growth figures made available by the Mt. Sac Special Programs Office.

The above information indicates that, in at least several respects, Mt. Sac's board falls into the model described by Collins (1971). As he discovered, the community college boards of trustees are modeled after corporation boards. Therefore, as Collins writes,

. . . they are not obliged to represent their inarticulate consumers (students), or their employees (staff), or their management (administration), or even their small stockholders (taxpayer parents). By this theory they represent only the big stockholders (business and corporation taxpayers). (4:104).

Lastly, a faculty plan for changing the membership of the board could help to unite a large, diversified faculty. Mt. Sac has 367 teachers, approximately only 48 percent of which are residents of communities served by the college. This percentage is scattered throughout the district: 27 percent in Walnut/Diamond Bar; 20 percent in Pomona; 31 percent in Covina/West Covina; and the remaining 22 percent dispersed throughout such areas as La Verne, San Dimas and Hacienda Heights.

The fact that 52 percent of the faculty live outside the district and the rest are scattered among various in-district communities exacerbates one of the major problems of such large faculties—namely, communication. Hence, it is difficult to offset the philosophical differences that are bound to exist over such issues as shared governance and political involvement. These factors, combined with the existence of what Dykes (1968) describes as "a perva-

sive ambivalence in faculty attitudes toward participation in decision-making," prompted a number of faculty to try to change the membership of the board as a vehicle of faculty unity (6).

The faculty attempt began when one of the board members, whose term would have expired April 1, 1975, died. The board had several methods of filling this vacancy open to them and chose to appoint a person without prior consultation with any segment of the faculty community. Since the board disregarded the Faculty Association recommendation that the runner-up in the last duly held election be appointed, a number of teachers circulated a petition and gained the requisite number of signatures to force a special election for January.

The faculty candidate won the special election and it was decided to continue our political organization until the general election in March when there were three seats open. The goal was to win two of these vacancies. To this end the Executive Board of the Faculty Association organized a Political Action Committee of at least twenty faculty members. The purpose of the PAC was to facilitate a plan for selecting candidates for faculty endorsement. There were nineteen candidates to be screened within a period of approximately one month. Of these, three were chosen by the PAC and recommended to the Executive Board for endorsement. One of these three was the Chicano candidate selected by the La Raza

Faculty Association. The formal decision of the Executive Board was to support this candidate and one other, thus making them eligible to receive ABC-CTA money, and to recommend the third candidate to the voters.

VIII. REVIEW OF RELATED LITERATURE:

There are not many bibliographical resources relating to college trustee membership. Moreover, little of the existing research pertains specifically to community college boards and virtually none of it deals with ways of bringing about membership change through elections. When changing boards is discussed it is, without exception, within the context of attitude modification as opposed to physical replacement.

The trustee-related research that is available focuses primarily on the four year, rather than the two year, institution. Since so little has been written regarding the latter it is necessary to mention the former works; for frequently they provide guidelines and clues and suggest the outlines of research that later studies of the community college have followed. After briefly examining some of these works additional attention will be paid to those specifically dealing with the community college.

General treatment of trustee membership and boards seem to break down into two main divisions—those analyzing the characteristics, composition, decision patterns, and role, and monographic studies of individual boards. Hubert

Beck's Men Who Control Our Universities, is probably the bibliographical doyen in both areas of scholarship (1). Written in 1947, his evaluation offered an assessment of the economic and social composition of the governing boards of thirty American universities--sixteen private and fourteen state. After showing that the university was run by the same men who control the banks, businesses and railroads, Beck advanced a plea for representative directions in higher education.

Two more recent monographic studies continue Beck's original line of questioning and uphold his thesis. One of these is Donald Belcher's (2) examination of the University of Pennsylvania's board and the other is Paul Parker's (21) journal article presenting a profile of the typical Kansas college trustee (21:2). Parker's study, the most current of the two, collected a body of comprehensive data concerning selected personal characteristics and backgrounds of community junior college trustees. His findings, which offer a model for others wishing to assess their boards, reveal that, in general, Kansas trustees are males in their late 40's, married with three children, well-educated and financially successful. Parker's scholarship is also important because, while it does not relate trustee characteristics to effectiveness, it does imply this line of research. A later study, Significant Relationships Between Types of Trustee Boards and Their Decision Patterns In Public Four

Year Colleges and Universities by James Paltridge et. al., pursues further that direction (20).

Before moving into a survey of the literature relating to community colleges several other general works should be mentioned. The first of these, chronologically, is John Corson's Governance of Colleges and Universities (5). In this very important book Corson emphasizes that college governance should be different from that of business and government. He also scrutinizes college governance in the light of existing knowledge of administrative theory, examining ten representative institutions in the process. Only a portion of this book is about the trustee, however, and it focuses on the problems of governance inherent in the institution as an administrative enterprise. Orley Herron takes Corson's theme further in his Role of The Trustee in which he contends that, not only should college governance be different from that of business, but it is possible to take the businessman out of the trustee through in-service educational programs (9). The same year Herron's study was published—1969—Rodney Hartnett authored another landmark study. Hartnett's book continues the developing theme of research—namely, examination of the backgrounds, roles and educational attitudes of board members (7).

Since boards of trustees did not become a community college phenomenon until the 60's the scholarship regarding their role, function, and characteristics dates from a more

recent period than many of the more general studies discussed above. Not until the late 60's, and to a greater extent the early 70's, did research begin appearing. With few exceptions these assessments have appeared in such journals as Planning For Higher Education, The Educational Review, Junior College Journal and E.R.I.C. publications. Unlike the more general works already reviewed this research falls into essentially one category—the evaluation of the role, function, power distribution and characteristics of boards. Monographic treatments, so far, seem to be lacking.

Among the more important and helpful analysis of community college boards is Lamar Johnson's compilation of the papers presented at the UCLA Junior College Leadership Program (11). Peter Mills (17) has also done a study of the role community college boards play in institutional change. Another direction in research is reflected in those studies which critically examine boards in terms of their capacity for change and progress. Examples of these are Pocock's (22) paper outlining six suggestions whereby trustees constantly assess their progress and modify their plans, and Collins' (4) analysis of whom community college boards actually represent. In a sense, Collins (4) combines some ingredients of earlier studies by Beck (1), Parker (21) and Corson (5); for he deals not only with the issue of representation but also with the characteristics of trustees and the need to de-corporize boards. His plan for pro-

portional representation is both provocative and refreshing. Cloyde Bernd (3) pursues some of these same questions regarding representation in a still more recent publication. Like Collins' study, Bernd also deals with a multiplicity of issues, i.e., demographic and biographical make-up of community college boards and effects of trustee backgrounds and attitudes on the functioning of the institution. Moore's article on measuring board competency reviews many of the points made by some of the above authors (18).

IX. IMPLICATION OF RELATED RESEARCH ON THE STUDY :

Despite the above recent treatments specifically relating to community colleges, the field of scholarship, as mentioned before, is largely untilled. Perusal of such publications as E.R.I.C. and other professional journals reflect this. Additionally, that which has been done only tangentially relates to my practicum, since none of the studies, including the general ones, discuss strategies for changing the actual make-up of boards. Those that do mention change do so in the context of attitudes, i.e., in-service educational programs.

The October, 1973 issue of the Community And Junior College Journal promised, at first glance, to be a welcome exception to the above bibliographical observations since it devoted nearly its entire space to community college boards and trustees. However, most of the essays were re-runs of what other, more thorough scholars, had already presented.

For example, the overview of trusteeship, prepared by Ingram (10), did not specifically relate to community colleges—nor did it go beyond works by such men as Hartnett (7), Martorana (16), Moore (18), and Herron (9). The articles by Thompson (27) and Wattenbarger (29) offer only a cursory examination of issues treated more deeply by Paltridge (20), Corson (5) and others. Simon's contribution, "Faculty As Initiators of Change," came closest to discussing some of the main points of this practicum (24). But, rather than constructing an actual plan to elect faculty endorsed board members, Simon focused on a campus-centered organizational plan directed towards already existing trustees.

Possibly the major reason for the deficiency of constructive ideas regarding trustee membership changes is that, historically, teachers have been reluctant to actively engage in the type of politics necessary to elect a board member. This, in turn, is undoubtedly related to the public's image of teachers as non-political. While these stereotypes may not apply to all districts, it nevertheless appears that the public, and indeed the faculty itself, tenaciously cling to the ideal.

X. METHODOLOGY:

1. Utilize the Political Action Committee formed for the special election (this committee consists of twenty people representing a cross-section of the faculty).

2. Form a coalition between the Faculty Association and the La Raza Faculty Association (LRFA) for mutual endorsement and support of a Chicano candidate chosen by LRFA and one candidate chosen by Political Action.
3. Form interviewing committees to interview all who file for the general election. Final decisions as to whom to endorse will be made by the executive board of the Faculty Association on the recommendation of the Political Action Committee.
4. Assign campaign leadership responsibilities as follows: coordinator of faculty and citizen's campaign; coordinator of campus and local teacher associations' campaigns; campus master-file chairman; campus finance chairman; mailing chairman; telephoning chairman; get-out-the-vote chairman; chairman for recruiting faculty campaign workers.
5. Obtain ABC-CTA acceptance of endorsements and hence a financial contribution--in our case, \$1,000 per endorsement.
6. Distribute a questionnaire to the present board members soliciting the following information: background of individual board members; their philosophy of community college education; their reactions to the Political Action Committee; their opinions regarding faculty participation in decision-making processes; their attitudes towards having minority representation on

the board.

7. The faculty will be polled (a brief survey will be placed in each faculty members' box) to determine their attitudes as to whether or not political action should become a permanent feature of future Faculty Association activities and to ascertain what changes, if any, should be made if the system is kept.
8. For the purpose of cultivating and identifying voters, mail and telephone lists of all registered voters of CTA in our district will be obtained. These will be used in our get-out-the vote campaign and maintained for use in future Political Action Campaigns.

XI. DEVELOPMENT OF THE INSTRUMENTS:

- A. In order to determine what kind of board representation already existed at Mt. Sac a questionnaire was personally submitted to each current trustee. This questionnaire solicited background information, educational attitudes and philosophies regarding community colleges and other pertinent information (Appendix, p. 36). The trustees were given three weeks to complete and return the form and all of them did so within two weeks of my request. This data was used as follows:
 1. The reported information was compiled and compared to the Herron (9) (1967) and Mills (17) (1972) models to determine what areas of strengths and weaknesses existed on the current Mt. Sac board.

2. The data was used by the PAC to familiarize them with the philosophies and personalities of the existing board.
 3. The information assisted the PAC in deciding whom to endorse in the upcoming election in order to broaden representation on the board. This data was also filed for future reference.
 4. The findings were offered to the board to be incorporated into an in-service educational program if they so choose.
- B. The entire faculty was polled by placing a questionnaire in each of their mailboxes (Appendix, p.34). The faculty was given two and one-half weeks to respond. Most replied within the first week and all who did reply did so within two weeks. The results of this survey were analyzed to determine the following:
1. Whether or not the Mt. Sac faculty is interested in or favors organized faculty involvement in board elections.
 2. Whether or not the faculty was satisfied with the organization of the PAC.
 3. Whether or not the faculty felt the PAC should become a permanent committee of the Faculty Association.
 4. The degree of general faculty support for the PAC endorsed candidates.

5. Suggestions the faculty might have for better ways of supporting board candidates.
 6. The proportion of faculty actually voting in the board election.
- C. The other instrument used to evaluate the faculty plan for changing the membership of the board was the actual voter turn-out. Results were tallied and analyzed to determine the number of votes received by all of the candidates, including those endorsed by PAC, by communities within the district (Tables 1-3). This data was used to determine what percentage of the vote endorsed candidates received and to ascertain in which communities they ran the strongest. This data was also given to the PAC and filed for future reference.

XII. ANALYSIS OF DATA :

A. Voter Turn-out

Approximately 53.5 percent or 78,895 citizens voted. The ballot included a field of nineteen candidates and each citizen could vote for three. The results for the top five candidates (this includes the ones endorsed by the PAC) are illustrated in Table 1. Table 2 shows the percent of votes each candidate received from each community.

Based on Table 2 it is easy to assume that Pomona was a major contributor to each candidates' results.

TABLE 1
Results For Top Five Candidates For Mt. Sac
Trustees Election, March, 1975

Community	Hall*	Manning	Ramirez*	Temple	Todd
Baldwin Park	395	478	408	412	403
Bassett	285	231	432	191	199
Bonita	1462	1186	757	1740	2060
Charter Oak	546	699	291	618	723
Covina Valley	886	1508	465	1511	1462
Hacienda/ La Puente	1237	1863	827	111	1103
Pomona	2134	1831	1265	2572	4029
Rowland	512	417	356	339	377
Walnut	228	226	120	238	265
West Covina	754	1028	391	863	926
Total Votes	8439	9467	5312	9595	11547
% of Total	10.6	11.9	6.7	12.1	14.6

* Indicates PAC Candidates

TABLE 2

Percent Of Votes Received Per
Candidate Per Community

Community	Hall*	Manning	Ramirez*	Temple	Todd
Baldwin Park	4.7	5.0	7.6	4.3	3.5
Bassett	3.4	2.4	8.1	2.0	1.7
Bonita	17.3	12.5	14.2	18.0	17.8
Charter Oak	6.4	7.4	5.5	6.4	6.3
Covina Valley	10.5	16.0	8.8	15.7	12.7
Hacienda/ La Puente	14.7	20.0	15.6	11.6	9.5
Pomona	25.3	19.3	24.0	26.8	35.0
Rowland	6.1	4.4	6.7	3.5	3.3
Walnut	2.7	2.4	2.3	2.5	2.3
West Covina	8.9	10.8	7.3	9.0	8.0

* Indicates PAC Candidates

However, Table 3 reveals that of all the votes tabulated in Pomona, only 10.6 percent went to Hall, 9.1 percent to Manning, 6.3 percent to Ramirez, 12.7 percent to Temple and 20 percent to Todd. This is significant because much of the remaining 80 percent of Pomona's votes were distributed quite evenly among the rest of the candidates.

There are additional interesting analyses that can be made from Table 3 regarding how the various communities voted. There was not much difference in the percent of votes candidates received from Baldwin Park. On the other hand, there was a large discrepancy in the number of votes candidates received in Bassett, and the Chicano candidate had a seven percent lead over the opposition. Clearly, this area was the stronghold of votes for Ramirez. La Puente, which is 43 percent Chicano cast most of its vote for non-endorsed candidates.

B. Faculty Survey

The questionnaire was distributed to all of the 367 faculty members at Mt. Sac and they were asked to respond anonymously. One hundred sixty-seven replies were received—a return of only 45.5 percent. The responses are listed in Table 4. The analysis is broken down according to each question.

TABLE 3

Percent Of Each Communities' Vote Per Candidate

Community	Hall*	Manning	Ramirez*	Temple	Todd
Baldwin Park	9.2	11.1	9.5	9.6	9.4
Bassett	10.0	8.0	15.0	6.6	6.9
Bonita	11.0	8.8	5.6	13.0	15.2
Charter Oak	12.0	15.1	6.6	13.3	15.6
Covina Valley	9.8	16.7	5.2	16.7	16.2
Hacienda/ La Puente	10.6	16.0	7.0	9.5	9.4
Pomona	10.6	9.1	6.3	12.7	20.0
Rowland	13.6	11.1	9.6	9.0	10.0
Walnut	11.2	11.1	6.0	11.7	13.0
West Covina	11.4	15.4	5.9	13.0	14.0

* Indicates PAC Candidates

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TABLE 4
Survey Of Faculty Political Involvement

Question	Yes.	No	%Yes	%No*
1. Are you in favor of organized faculty support of candidates for the Mt. Sac Board of Trustees?	72	85	43	50.8
2. At the time of the March 4 th election were you aware of the existence of a Political Action Committee on campus?	144	22	86.2	13.2
3. Do you think that the Political Action Committee should become a permanent committee of the Faculty Association?	63	95	37.7	56.8
4. Would you participate in the work of the Political Action Committee if it became a permanent committee of the Faculty Association	39	121	23.4	72.5
5. If you are a resident of the Mt. Sac school district, did you vote in the recent (March 4 th) Mt. Sac Board election?	80	18	48.0	10.7
6. Did you vote in your last local election?	147	12	88.0	7.2
7. Did you help (other than by voting) one or more of the candidates for the board in the last Mt. Sac election?	63	99	37.7	59.3
8. Did you support one or more of the candidates endorsed by the Political Action Committee?	85	67	50.9	40.1
9. Do you feel that there are better ways, besides through the Political Action Committee, to support candidates for the board?	83	44	49.7	26.3
10. If you answered yes to number 9 please explain your feelings or feel free to comment in any way. Examples of some of the responses to this question are included in the textual analysis of this survey.				

*Represents percent of replies

Because less than fifty percent of the faculty responded to the survey it is impossible to analyze the data as representative of the entire faculty. Instead, interpretations can apply only to the 45.5 percent responding.

On one hand the results did not indicate a total opposition to organized faculty support for board candidates. On the other hand, however, the data also clearly reveals a strong negative attitude toward making the PAC a permanent part of the Faculty Association committee structure. Moreover, of the Mt. Sac faculty living within the district and responding to the questionnaire less than fifty percent even voted. There was some participation, other than by voting, for board candidates. However, almost sixty percent specified they had not given any support at all. Forty-two percent of the respondents followed up their yes answer to question 9 on the survey with comments of varying lengths. Following are excerpts from comments representative of the negative responses to question number 10.

. . . stay out and stop representing the faculty

. . . this depends on the amount of the liberties assumed by the political Action Committee and how they view their responsibilities to the faculty.

. . . I don't feel the faculty should be involved in politics, religion, or indiscreet sex or in the expression of views (on campus) on any of them.

. . . the support of candidates is the individual prerogative of all citizens. Group action smacks of conflict of interest. Employees don't hire their employers.

C. Board of Trustees Questionnaire (Appendix, p. 35)

Analysis of the responses to the trustee questionnaire permitted the development of a composite portrait of the Mt. Sac trustees. He is a 65 year old white male, married with two children, a long-time resident of the community (two were born in the area they represent) and a successful businessman or professional. Every member has been with his business or profession for at least 24 years and all have extensive community service records. Two hold bachelor degrees and only one has ever attended a community college. The average length of tenure on the Mt. Sac Board is nine years. In other words, all are presently in their third term of office.

The survey answers, broken down according to the questions asked, follow:

Question 1 & 2: In response to what the goals of a community college are two of the members stated that preparation for transfer or vocational training were the only goals of the college. The other members believed that, in addition to those mentioned, the college should provide anyone the opportunity to improve their educational background. Generally, members' specific goals for Mt. Sac were restatements of their educational philosophy

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concerning community colleges.

Question 3 & 4: All members expressed that the board should be involved in college operations as little as possible. Administrators should be relied on to handle these operations. All but one member had no objection to ethnic representation and that exception misinterpreted minority to mean minority vs majority representation as in Congress. Only one member felt that the board should actively solicit the input of the minority communities.

Question 5: Two members definitely favored in-service programs for the board. One said no with qualifications and one did not answer this question. The others who did respond interpreted in-service education as a series of workshops and conferences.

Question 6: The trustees indicated that the agenda for a regular board meeting was arranged by the executive administrators of the college and that the trustees could add items if they wished. The amount of time each trustee spent preparing for a meeting ranged from one to eight hours. The average time was five hours.

Question 7: Board members' attitudes toward a faculty role in the decision-making process was limited to the faculty offering advice only. They were unequivocally opposed to faculty participation in major decisions. One member stated that faculty input should be limited to Academic Affairs and the issue of salaries.

Question 8: Two of the board members felt that legally any faculty person could endorse whomever they chose for a board election. However, in so doing they must be aware of the attendant risk of dividing the rest of the faculty and the community. The remaining trustees were opposed to any public employees, such as teachers, endorsing candidates. As one wrote, it should be "a teacher's place to teach."

Question 9: There was little agreement among the trustees as to an order of priorities for Mt. Sac. One placed staffing, outlining objectives and establishing programs as having top importance. Another felt budgeting, evaluation of the institution and outlining objectives were the most crucial. A third pointed to acquiring facilities, establishing programs and staffing. The remaining members did not reply to this question. One of these latter wrote that all were significant. From all these answers staffing, outlining objectives and establishing new programs rated among the top three priorities most frequently. Budgeting and evaluation of the institution, while not among the first three were among the top five.

XIII. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. The PAC endorsed candidates did not win the Mt. Sac board election but instead placed fourth and fifth.

Mr. Hall received the greatest number of votes.

2. The support of the faculty involved with the PAC declined as the election neared and demands of time and effort increased. Approximately six out of the original twenty PAC members participated in the get-out-the vote drives.
3. Less than fifty percent of the faculty respondents to the faculty survey were satisfied with the philosophies, organization and endorsements of the PAC. This is not an adequate base from which to launch a unified campaign for PAC candidates. It takes a strong, concerted effort on the part of more people to successfully wage a campaign.
4. ABC-CTA was a reliable and useful source of funding for PAC candidates.
5. Only one new member was elected to the board—Manning—and he was a board endorsed candidate. The other two elected were incumbents.
6. The faculty cannot physically change the board of trustees until the 1977 election or until another vacancy occurs i.e., another death in office.
7. If there are going to be changes in the current board's philosophies and attitudes before 1977 it will have to be achieved through an in-house approach.
8. PAC and the La Raza Association formed a working coalition that was maintained throughout the course of the

campaign.

Recommendations

1. A faculty plan for changing the Mt. Sac board membership should be tried again in 1977 only under the following circumstances:
 - a. If it can be determined that at least fifty percent of the faculty support such a plan.
 - b. Providing support for this plan is obtained, long-range planning begins immediately. This organization should include early selection of the candidate to be endorsed, seeking out sources of funding in addition to ABC-CTA, establishing a broader based campaign structure, training a group of faculty as voter registrars and conducting a voter registration drive, especially in the barrios.
2. If the above criteria are met, then the PAC should become the umbrella committee for campaign operations and form a coalition with the La Raza Association.
3. The present Mt. Sac Board of Trustees should develop an in-service educational program following the guidelines recommended by Moore (1973) and Thompson (1973).
4. The Mt. Sac Board of Trustees, together with faculty, student and community input, should explore alternative plans for board representation. Among the possibilities which should be definitely investigated are Collins' plan for proportional representation (1971)

and changing the state law which requires board candidates to run at-large rather than by districts.

Because of the diverse nature of faculties and communities which comprise community college districts the plan, procedures, conclusions and recommendations outlined in this report do not necessarily apply to others interested in developing a faculty plan to change the membership of their respective boards. However, regardless of the college or faculty involved, it is essential that a broad base of support be guaranteed before undertaking such a project.

The importance of this particular study for Mt. Sac is two-fold. First, it reveals that the present board is not representative of the community and does not believe in shared governance involving the faculty. Moreover, the study illustrates how difficult it is, and will be, to unite the Mt. Sac faculty behind any concerted effort to attain broader representation and shared power. There are several crucial implications that can be drawn from this: that concerned faculty should give up their notions of faculty participation in the decision-making process; that faculty leaders should abandon efforts and desires to obtain a more representative board; or that radical politicization of the faculty will have to occur before any of the above can result. The question now becomes: Can this politicization be attained at Mt. Sac? Obviously it will not happen over-night but will require careful, long-term organization on the part of those desiring such transformation.

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XV. APPENDIX

SURVEY OF FACULTY POLITICAL INVOLVEMENT

The following is an evaluation of the involvement of the Faculty Association Executive Board and Political Action Committee in the last Board of Trustees election. Your response to these questions would be appreciated as they will help us make some decisions about what changes, if any, should be made. Please complete as soon as possible and return to Gil Dominguez, Mt. Sac Box 725.

1. Are you in favor of organized faculty support of candidates for the Mt. Sac Board of Trustees? Yes ___ No ___
2. At the time of the March 4th election, were you aware of the existence of a Political Action Committee on campus?
Yes ___ No ___
3. Do you think that the Political Action Committee should become a permanent appointed committee of the Faculty Association?
Yes ___ No ___
4. Would you participate in the work of the Political Action Committee if it were to become a permanent committee of the Faculty Association? Yes ___ No ___
5. If you are a resident of the Mt. Sac school district, did you vote in the recent (March 4th) Mt. Sac Board election?
Yes ___ No ___
6. Did you vote in your last local election? Yes ___ No ___
7. Did you help (other than by voting) one or more of the candidates for the Board in the last Mt. Sac election?
Yes ___ No ___
8. Did you support one or more of the candidates endorsed by the Political Action Committee? Yes ___ No ___
9. Do you feel that there are better ways, besides through the Political Action Committee, to support candidates for the Board? Yes ___ No ___
10. If you answered yes to number 9 please explain your feelings or feel free to comment in any way.

YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE IS IMPORTANT AND APPRECIATED.

BOARD OF TRUSTEE QUESTIONNAIRE

NAME OF MEMBER _____

ADDRESS _____ CITY _____

BIRTHDATE _____ BIRTH PLACE _____

NUMBER OF CHILDREN _____ AGE OF CHILDREN _____

NUMBER OF YEARS SERVED ON BOARD _____ DATE TERM EXPIRES _____

EDUCATIONAL BACKGROUND

MAJOR YR. OF GRAD. DEGREE

HIGH SCHOOL _____

COLLEGE OR UNIV. _____

GRADUATE WORK _____

PROFESSIONAL BACKGROUND

PLACE OF EMPLOYMENT _____

ADDRESS _____ CITY _____

LENGTH OF TIME AT CURRENT OCCUPATION _____

IF RETIRED, OCCUPATION BEFORE RETIREMENT _____

COMMUNITY INVOLVEMENT

ORGANIZATION POSITION(S) HELD

PROJECTS: _____

In answering the following questions, if more space is needed,
use the back of the sheet.

1. WHAT ARE THE GOALS OF THE COMMUNITY COLLEGE?

2. WHAT ARE YOUR SPECIFIC GOALS FOR MT. SAC.?
3. TO WHAT DEGREE DO YOU THINK THE BOARD SHOULD BE INVOLVED WITH SCHOOL OPERATIONS?
4. WHAT IS YOUR FEELING ABOUT HAVING MINORITY REPRESENTATIVES ON THE BOARD?
5. ARE YOU IN FAVOR OF AN IN-SERVICE PROGRAM FOR BOARD MEMBERS?
6. HOW INVOLVED ARE YOU IN PLANNING THE AGENDA FOR BOARD MEETINGS? APPROXIMATELY HOW MANY HOURS PER MONTH DO YOU SPEND IN PREPARATION FOR BOARD MEETINGS?
7. TO WHAT DEGREE DO YOU FEEL FACULTY SHOULD PARTICIPATE IN DECISION-MAKING PROCESSES ON CAMPUS?
8. WHAT IS YOUR OPINION OF FACULTY ENDORSEMENT OF CANDIDATES FOR THE BOARD? I.E. POLITICAL ACTION COMMITTEE?
9. ASSIGN A NUMBER TO THE FOLLOWING AREAS OF ADMINISTRATION, (1=top priority, 7=least) WHICH YOU FEEL ARE MOST SIGNIFICANT TO THE OPERATION OF MT. SAC AT THIS TIME:

___ INTERPRETING THE INSTITUTION	___ EVALUATION OF INSTITUTION
___ STAFFING	___ ESTABLISHING PROGRAMS
___ BUDGETING	___ OUTLINING PURPOSES
___ ACQUIRING PHYSICAL FACILITIES AND EQUIPMENT	

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 22 1975

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